

Private School (boys) Versus Private School (girls) in Respect Of Motivational Factors in EFL Classrooms

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Abstract. This study investigates reasons for motivational factors, which vary internally and externally in a private school's environment where the recent demands for learning English language has increased and those demands are met by these schools. It is evidently proved that motivations of students are always changeable and quite important to enhance their learning in the classrooms, on the contrary, it becomes challenging for teachers.

The study employs a quantitative approach for collecting data by a survey that has questionnaire aiming to measure the motivational factors of the students in single-sex environment and its fruitful results related to English language teaching.

The recent demands for learning English language in classroom environment of the private secondary school is analyzed on the base of the motivational factors for obtaining the better command of English language.

In this paper, schools' environment was compared within the frame work of gender difference in order to find out motivational factors in EFL.

This study provides some substantial evidences that only all boys' school and only all girls' school have positive effects for motivation in learning in English language. This study also highlights some of these motivational factors relate to the schools' environment and gender issues; especially, the gender issues is treated differently.

Some of academic research indicates that single-sex schools are more successful than the mixed sex schools concerning in learning in English language. There are other comparative researches on the success of private and public schools' success on this issue.

This paper findings show that whether or not, single-sex schools are more effective otherwise less effective in respect of concurrent and long term academic achievement. When the study looks at the part of motivational factors, such as schools' environment and gender difference then it can be summarized more productive and efficient than mixed sex educational environment. Therefore, it may be suggested that for the good and betterment of teachers and students, educational institutions should start to impart only boys or only girls' education separately that is conducive to long term academic achievement.